



Think, Pair, Share (Lyman, 1987) and Peer Instruction (Mazur and Hilborn, 1997) are types of [Classroom Assessment Techniques](#) that are related strategies that focus on having students consider mastery questions during class, commit to a response, discuss their thoughts with their neighbor in the class, and then share back with the larger class. The major distinction between these strategies is that Think, Pair, Share is often done without technological enhancements, while Peer Instruction leverages audience response technology such as [Polleverywhere](#) or clickers to engage learners.

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